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17. ABSTRACT (MAX. 250 WORDS) A school for children of migratory agricultural workers, conducted during the summer months in five Pennsylvania counties in 1960, provided transportation, breakfast, lunch, snacks, and an elementary school program. The program was organized to help migrant children overcome academic retardation because of irregular school attendance and to help them achieve a more satisfactory adjustment to further school experiences. The school has helped 105 children make intellectual, social, emotional, and physical gains. Child labor has been effectively reduced because of attendance at the school. The school was financed by contributions from private organizations, foundations, businesses, churches, and individuals.

Recommendations included financing summer schools and other programs for the culturally deprived, using Federal and State legislation to finance these programs, arranging the summer schools for migrant children on a flexible basis to meet the important needs of this group, and providing instructional services to school age children in child care centers.

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REPORT ON

SCHOOLS FOR MIGRANT CHILDREN

SUMMER 1960

Potter,
Adams,
Chester,
Franklin,
and
Northumberland Counties
Pennsylvania

Coordinator:

Dr. Frank A. Mann

Professor of Psychology and Education
State Teachers College
Towson 4, Maryland

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DEPARTMENT OF EDUCATION
LEWISBURG, PENNSYLVANIA

BUCKNELL UNIVERSITY

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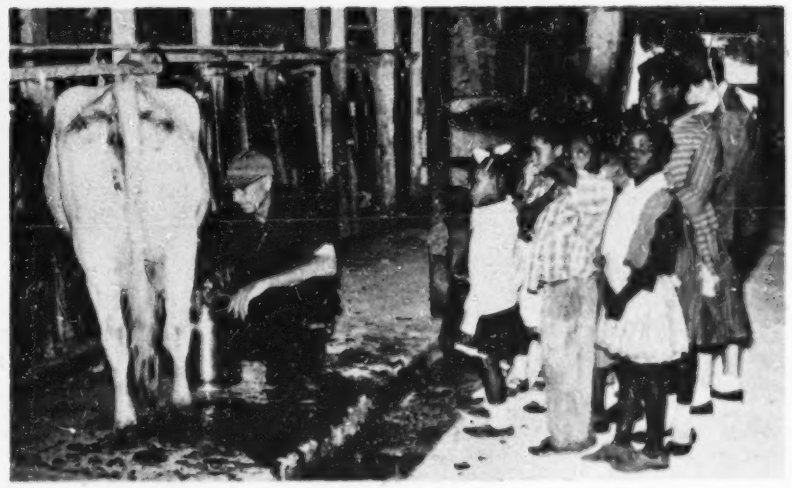

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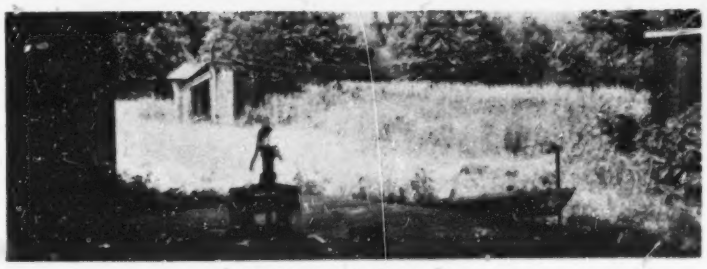

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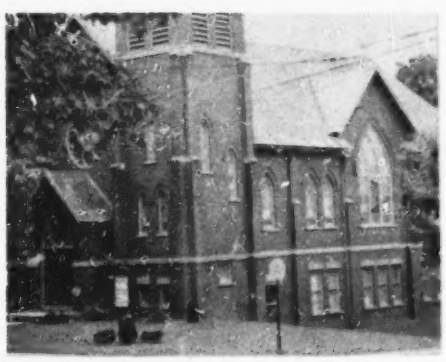
DR. ORNDORF HOLDS CLINIC



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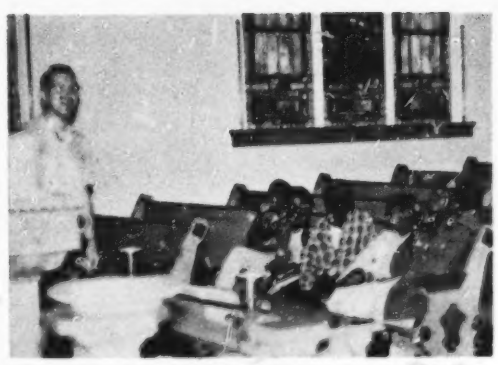
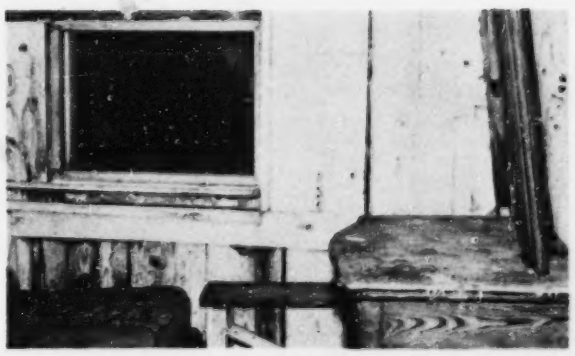


WHAT'S UPSTAIRS IN THIS CHURCH?

ON THE FARM

THE SUPERMARKET



HOUSED LIKE THIS

AND THIS ABANDONED GYMNASIUM DOWN THE STREET

LAST SUMMER, ILLITERATE;
THIS SUMMER AN AVID READER

ACKNOWLEDGEMENTS

We have been fortunate in finding people who have the insight, intelligence, warmth and interest to bring about a temporary but highly salutary situation for some of America's most deprived children. We acknowledge the help of several hundred persons in making this possible, not all of whom can be named. In connection with the overall school program as it existed in the five centers, we are grateful to the following:

Secretary of Labor and Industry William L. Batt, Jr., Chairman of the Governor's Committee on Migratory Labor, for his unswerving conviction that this is a cause worthy of effort far beyond the "call of duty."

The forty persons and groups who answered Secretary Batt's appeal for funds.

Mr. James O. Hawkins, Executive Secretary of the Governor's Committee on Migratory Labor for his continued assistance throughout the year.

Dr. J. Charles Jones, Chairman, Department of Education, Bucknell University, for providing essential administrative services.

Mrs. Noami L. Naylor, Coordinator of Migrant Child Care Centers for the Pennsylvania State University for implementing the placing of teachers in four Child Care Centers in addition to her generous contribution of funds.

Reverend Franklin Frazier, of the Pennsylvania Council of Churches, the numerous persons throughout the state whose contributions of clothing and other items spurred attendance in the five centers, and the Migrant Chaplains in Adams, Chester, Franklin and Northumberland Counties.

The following are some of the persons and groups who made important contributions to the success of the Potter County program in particular. They have their counterparts in each of the four other counties, though they are not named.

Mr. Richard Gloeckler, Supervising Principal, Northern Potter Joint School, Mr. Benny Truax and the other members of the Lewisville School Board for making available the gymnasium and cafeteria in the Ulysses Community Building.

Mr. Oliver Squires, Secretary, and the Board of Trustees of the First Baptist Church, Ulysses, for making available their sunday school rooms.

Reverend Grady Poulard, Chaplain to the Migrants, for his assistance in supervising the afternoon play periods and for sparking unprecedented support for the school in the Coudersport area.

Reverend Patrick Maier and Mrs. William D. Fish, Jr., Coudersport, for spearheading a successful campaign for contributions of food and funds in Potter County.

Reverend Paul Landis, Assistant Director, Voluntary Service, Mennonite Church, for sharing the cost of transporting children with the Mennonite Migrant Child Care Center in Ulysses.

Dr. Winona L. Morgan, Head, Department of Child Development and Family Relationships, College of Home Economics, The Pennsylvania State University, for folding cots which were very much needed.

Dr. Lorenzo G. Runk, Regional Director, Pennsylvania Department of Health for his role in the provision of certain health services.

Dr. James F. Orndorf of Ulysses, Mrs. Isola Young, Mrs. Eva Hewitt and Miss Ethel Olson, Public Health Nurses of Potter County, for their roles in the Child Health Conferences or "Clinics." For her assistance, Mrs. Jane DeStevens, Clerk of the Potter County Health Center.

The Coordinator's wife, Mrs. Gertrude S. Mann for preparing staff meals, housekeeping and performing numerous clerical tasks involved in the project all vital to the conduct of the school.

The women of Saint Andrews Episcopal Church and the Presbyterian Church of State College, Pennsylvania, and members of the Towson Unitarian Fellowship, Towson, Maryland, for generous contributions of children's clothing and shoes.

CONTRIBUTIONS TO THE FUND

A bill in the State Legislature having failed of passage, it again became necessary to appeal to private sources for financial support. Without the persistent efforts of Secretary of Labor and Industry, William L. Batt, Jr., sufficient funds could not have been accumulated. With the help of many persons, particularly Mr. Samuel H. Daroff in the Philadelphia area, the Reverend Patrick Maier and Mrs. William D. Fish, Jr., in the Coudersport area, contributions ranging from $1.00 to $1500.00 were received. The following contributors made the school possible in the summer of 1960:

Mr. Nathan Agran
Philadelphia, Pa.

Anonymous
Coudersport, Pa.
Galeton, Pa.

Bankers Securities Corporation
Philadelphia, Pa.

Mrs. W. B. Batt, Jr.
Harrisburg, Pa.

Miss Karen Batt
Harrisburg, Pa.

Mr. W. L. Batt, Sr.
Philadelphia, Pa.

Christian and Missionary Alliance
Church, Coudersport, Pa.

The Lucius and Eva Eastman Foundation,
New York, N. Y.

Mrs. W. D. Fish, Jr.
Coudersport, Pa.

Food Fair Stores, Inc.
Philadelphia, Pa.

Mr. Abraham L. Freedman
Philadelphia, Pa.

Free Methodist Sunday School
Coudersport, Pa.

Mrs. H. Lawrence Groves
Coudersport, Pa.

Hebron Seventh Day Baptist Church
Little Genessee, N. Y.

Mr. Marc J. Katzenberg
Philadelphia, Pa.

Mr. M. S. Koch, Jr.
Timonium, Maryland

Mr. Samuel H. Landy
Philadelphia, Pa.

The Migrant Children's Fund, Inc.
Pleasantville, N. Y.

The National Association for the Advancement of Colored People
Philadelphia, Pa.

Mrs. Naomi L. Naylor
State College, Pa.

Pennsylvania CIO Council
Pittsburg, Pa.

The Pennsylvania Citizen's Committee on Migrant Labor,
Lewisburg, Pa.

The Potter Enterprise
Coudersport, Pa.

Mr. Samuel H. Read
Philadelphia, Pa.

Mr. Maurice Rosen
Philadelphia, Pa.

Mr. Robert J. Rubin
Philadelphia, Pa.

St. Paul's Lutheran Church
Coudersport, Pa.

Mr. Harry Shapiro
Philadelphia, Pa.

Ship'n Shore Company
Upland, Pa.

Mr. Lewis M. Stevens
Philadelphia, Pa.

Mr. Leon C. Sunstein, Jr.
Philadelphia, Pa.

Mr. Selma G. Sunstein
Elkins Park, Pa.

Mr. David L. Vilman
Philadelphia, Pa.

United Lutheran Church Women
Coudersport, Pa.

The United Steelworkers of America, Committee on Civil Rights,
Pittsburg, Pa.

Mrs. Bessie K. Wolf
Wycote, Pa.

The Rose Hirsh Wolf Fund
Philadelphia, Pa.

Women's Society for Christian Service
Ceres, N. Y.

Mr. John X. Yaffe
Philadelphia, Pa.

Why Are We Concerned?

Among these children, the majority are academically retarded from 2 to 5 years. Because of their extreme morality and economic deprivation and other conditions over which they have no control, school attendance is sporadic. Our experience shows that some have their first school experience at 8 or 9, with long lapses between schools, and suggests the possibility of some reaching adulthood with little or no formal training.

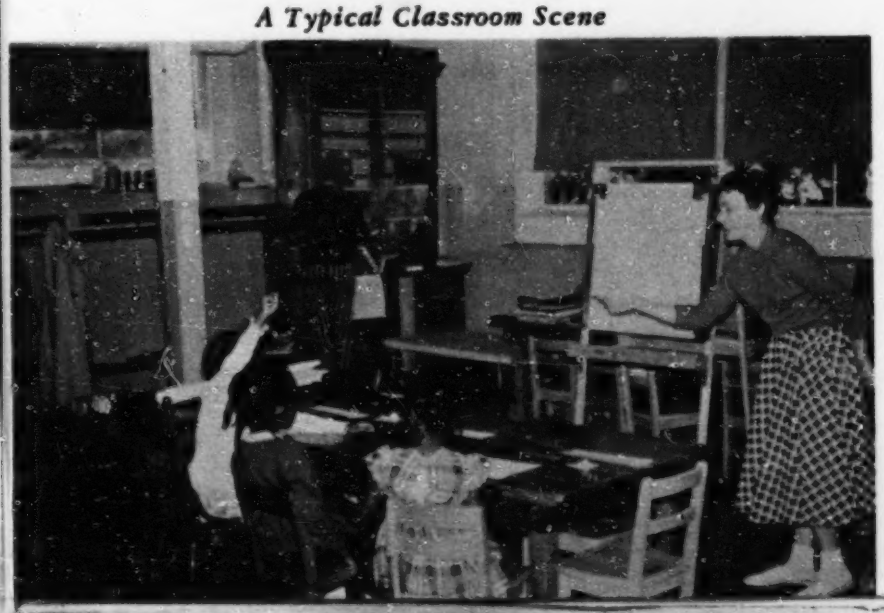
Estimates are that a minimum of 200,000 to 600,000 children are caught in this situation. This is indeed a blot on the picture of an America in which increasing emphasis is being placed on "specialization" and our position in the field of international relations.

What Can Be Done?

One of the most effective means of helping overcome academic retardation among migrant children and thereby enhance their chances of realizing their potential is to provide special summer schools. For five years, 1955, 1957, 1958, 1959 and 1960, Pennsylvania has had such a school in Ulysses, Potter County, Pennsylvania. Originally inspired and financed by the National Child Labor Committee, the school until 1960, was administered through the Pennsylvania State University. In the spring of 1960, Bucknell University was asked by the Governor's Committee on Migratory Labor to provide the necessary administrative services, and Dr. J. Charles Jones, chairman of the Department of Education agreed.

In addition to a complete unit in Potter County, through the cooperation of the State Department of Public Welfare, instructional services were provided for school age children in child care centers in Adams, Chester, Franklin, and Northumberland Counties.

A Typical Classroom Scene



POTTER COUNTY
July 18 – August 26

Recent History

With a population of approximately 18,000, Potter County encompasses a rural area of north central Pennsylvania, much of it state forest lands and forests owned by large paper mills. Industry is notably lacking and the chief agricultural pursuits are dairy farming and the production of peas, beans and potatoes. For about 15 years, migrant agricultural workers have been employed to harvest the crops. For several reasons, the number of migrant workers coming to Potter County and the area immediately to the north has steadily decreased in recent years. For example, in 1957, there were 3,000 adults and in 1958, 1,400. In 1959 there were 800 adults and in 1960, approximately 650. Experience has shown, however, that the number of children coming to the area does not decrease proportionately.

In 1955, under the sponsorship of the National Child Labor Committee, the Pennsylvania State University College of Education organized a School for Migrant Children in Ulysses, Potter County, Pennsylvania as a pilot project. In 1956, there was a lapse but in 1957, 1958 and 1959 the school was conducted through the Pennsylvania State University with Dr. Frank A. Mann as coordinator. In 1960, at the request of the chairman of the Governor's Committee on Migratory Labor, the Bucknell University Department of Education assumed the responsibility of the school.

The 1960 Season

With less than 600 adult migrant workers expected in the area this season, plans were drawn for serving not only the children in Potter County but in several other counties as the need arose. The Potter County school operated from July 18th through August 26th with the staff arriving on July 11th.

Housed Like This

Housing

After four successful seasons in Ulysses, the school was off to a less than auspicious start when it was learned that no school building would be available for the summer. All three elementary school buildings in Northern Potter were to be remodeled to comply with fire regulations and use of the high school building was refused. Prolonged negotiations resulted in arrangements for the rental of the abandoned gymnasium and cafeteria in the Ulysses Community Building and the basement of the First Baptist Church, also in Ulyssis. This involved the continuous shifting of furniture, equipment and supplies and movement of children between the buildings but the 50 children were accommodated in crowded quarters.

Staff

Amidst reports that only ten children were expected in the area, with four crews to arrive as late as September when the regular public schools are in session, it was more than ever necessary to keep the size of the staff flexible. The following persons served the school for the full season:

Dr. Frank A. Mann
Baltimore, Md., Coordinator

Miss Evelyn Ickes
Elsobrante, California,
Head Teacher

Miss Charlotte M. Long
State College. Pa., Teacher

Mrs. Marguerite Poulard
New Haven, Conn., Teacher

Mrs. Barbara A. Wallace
Coudersport, Pa., Nurse

Mrs. Vaughn Perry
Genessee, Pa., Bus Driver

Mrs. Leota Scott
Ulysses, Pa., Cafeteria Manager

Mr. H. Leon Cass
Ulysses, Pa., Janitor

Mr. Duick J. Whipple
Ulysses, Pa., Janitor

The following persons were employed for part of the season:

Miss Nancy Bachman
Ulysses, Pa., Teacher

Mrs. Jo Anne Cooney
Canisteo, N. Y., Teacher

Mr. Richard Cooney
Canisteo, N. Y., Teacher

Miss Betty L. Hawks
Genessee, Pa., Teacher

Miss Frances R. Miller
Glenside, Pa., Teacher

Table 1

Enrollment and Attendance in Potter County Area for Four Seasons

Year	Total Adults	Total Enrollment of Migrant Children	Average Daily Attendance
1957	3,000	80	33
1958	1,400	71	31
1959	800	74	39
1960	490 (670)	50	28

For Potter County and the New York State area immediately to the north, the steady downward trend in numbers of migrant workers employed continued, but not to extent implied by the above figure of 490, which represents the number present in July and August only. Of these adults, 375 represent four crews in Potter County and 115 two crews in the adjacent New York area. In September, four additional crews arrived in Potter County for the potato harvest, bringing the total to 670. For the purpose of comparing enrollment and attendance figures, however, the figure 490 represents the adult population coming to the area while the school was in operation.

Of the 23 boys and 27 girls, 10 were present each of the thirty days the school was in session. It is notable that on July 18th, the first day enrollment and attendance were higher than any previous beginning figure.

CHILDREN ENROLLED IN POTTER COUNTY

Twenty-three Boys

Name	Age	Home Base
Bell, Curtis Lee	8	Pahokee, Florida
Bell, Sam, Jr.	11	Pahokee, Florida

Paper Mache

Bryant, Henry Lee	13	Pahokee, Florida
Bryant, Herman Lee	9	Pahokee, Florida
Bryant, J. T.	7	Pahokee, Florida
Dudley, James Edward	11	Homestead, Florida
Hearold, James Thomas	13	Plant City, Florida
Hearold, Louis	11	Plant City, Florida
Leggett, James William	10	Dunn, North Carolina
Leggett, Negrant, Jr.	12	Dunn, North Carolina
Legett, Leroy	7	Dunn, North Carolina
McDougle, Gaston	13	Pompano, Florida
Overtree, Calvin	10	Lakeland, Florida
Rice, James	9	Plant City, Florida
Rice, John	8	Plant City, Florida
Robinson, Willie Lee	6	Lakeland, Florida
Sheppard, Willie James	5	Plant City, Florida
Smith, Irving	7	Plant City, Florida
Strickland, Joseph Lee	5	Palmetto, Florida
Turner, David Lee	7	Pahokee, Florida
Williams, Curtis	9	Fort Pierce, Florida
Williams, Gregory	8	Pompano, Florida
Williams, John Jr.	13	Pompano, Florida

Twenty-seven Girls

Name	Age	Home Base
Bell, Katie Ruth	9	Pahokee, Florida
Boddie, Pauline	8	Tampa, Florida
Bryant, Ernestine	9	Pahokee, Florida
Cannon, Brenda	9	Seaford, Delaware
Cannon, Inez	6	Seaford, Delaware
Cannon, Marion Ann	15	Seaford, Delaware
Cherry, Shirley	6	Homestead, Florida
Diggs, Fannie Mae	6	Plant City, Florida
Green, Ethyl Louise	11	Plant City, Florida
Green, Juoy Melinda	7	Plant City, Florida
Green, Nellie Mae	13	Plant City, Florida
Jones, Janie Lee	9	Homestead, Florida
Jones, Shirley Ann	7	Homestead, Florida
Leggett, Mary Alice	8	Dunn, North Carolina
McBride, Mercedes	6	Trenton, New Jersey
Neal, Carol Jean	7	Miami, Florida
Prator, Jeanette	11	Homestead, Florida
Rice, Debra Ann	6	Plant City, Florida
Robinson, Mary Lee	7	Lakeland, Florida
Salisbury, Linda Rose	6	Miami, Florida
Smith, Alberta	10	Plant City, Florida
Smith, Gladys Mae	7	Plant City, Florida
Smith, Irene	12	Fayetteville, North Carolina
Smith, Mary Jane	10	Fayettsville, North Carolina
Turner, Diane	6	Pahokee, Florida
Underwood, Johnnie Mae	10	Pahokee, Florida
Williams, Brenda	14	Pompano, Florida

Grouping

Severe space limitations, coupled with budgetary problems in the planning stage and several shifts in teaching personnel, affected the entire program this season. At the outset it was planned to group the children according to an interest in puppet making or building a store. What actually happened was that the children grouped themselves. The boys formed one group and the girls another with some of the younger boys joining the girls. At mid-season, because of increased enrollment, changes in the teaching staff and the need to create a group for the children with no previous school experience, three groups were formed, each with two teachers.

Mrs. Poulard's group consisted of 15 children; 12 boys and 3 girls ranging in age from 7 to 14.

Miss Long's group consisted of 15 children; 5 boys and 10 girls ranging in age from 5 1/2 to 7.

Miss Ickes' group consisted of 20 children; 3 boys and 17 girls ranging in age from 8 to 15.

An Activity Program

Implementing a recommendation made by the staff in 1959, the school day was lengthened, to reduce the amount of unsupervised time in the camps and provide more time for instruction. A typical daily schedule follows:

8:00	Breakfast
8:45	Entire group assembled – roll call and film
9:15	Group activities in classrooms
10:15	Free play outdoors
10:45	Back to class
12:00	Lunch
*12:45	Organized games
2:00	Class activities
4:00	Reassemble – music, etc.
4:30	Afternoon snack
4:45	Board bus

* As in past seasons, a rest period for the younger children was substituted for this supervised play and these children slept soundly in the gymnasium.

Dedicated to helping the children overcome their deficiencies in reading, writing, and arithmetic in a warm friendly atmosphere, the program also offered opportunities in art, music, health and physical education. Essentially an activity program, the curriculum which evolved exploited the children's experience and the resources of the community. As a basis for work with the fundamental skills, films were shown daily and the following trips were taken:

The Ulysses Post Office
The Bachman Dairy Farm in Ulysses
The Coudersport Dairy
The Rencken Dairy in Westfield

The Bell Telephone Company
Office, Coudersport
The Market Basket, Coudersport
(Super Market)
The U. S. Air Force Radar
Station, Ulysses
A walk around Ulysses
Nature walk and picnic at the staff
residence

At times interests evoked by one of these trips or a film gave rise to another trip. For example, Miss Ickes relates:

"As a result of a film an interest in the farm evolved. On a trip to the farm the children saw a cow milked, saw a newborn colt and rode through the fields on a wagon. This trip was followed by a trip to the dairy where the children saw milk processed."

In the planning and follow-up of each trip, learnings in the language arts, social studies, arithmetic and the creative arts were implemented. Even the school picnic which has become a tradition among the children previously enrolled, involves them in committee work in which they assign various duties, plan the menu, amounts of food, a schedule and activities for the day.

Each morning the children saw a film which formed the bases for their dictating the story in their own words. Later this was used as a reading experience.

Number concepts were constantly used. Arithmetic materials such as counting frames, dominoes, peg boards and number charts of various kinds were in continuous use.

Paper mache, painting, weaving, clay work, finger painting, drawing and paper construction were among the art activities often related to a central theme.

Evaluation

Continuous evaluation of the growth and progress of each child again involved everyone, including the children themselves. Most of the teachers' time outside the classroom was devoted to conferring over the children's progress.

"Self-portraits" again provided many clues to the children's self-concept. Dramatic play was often revealing.

Essentially the same final report form was used as in the past. Filled out in triplicate, one copy was retained for the school files, one was handed to the parents in the final conference, and a third copy was sent to the local school in which the child was to be enrolled the week following the closing of the migrant school.

A statement from the 1959 report applies again: "Again, the extent of academic retardation found among the children corroborates the findings of others. Academic retardation ran to five years, and of course, the older the child the greater the retardation."

Two boys, aged 11 and 13 came from Florida after a lengthy absence from school. They had last attended school in Brockport, New York, in December, 1959, with a very "spotty" attendance record previous to that. Academic retardation and other deprivations were obvious.

Two girls, also 11 and 13 came to the school unable to read or write and in a couple of days learned to write and read their names.

Of the "pre-school" group, Miss Long said: "During the summer the children showed growth in many ways. At the beginning it was difficult to organize them and expect them to stay with one activity. Near the end they would work for forty-five minutes on one activity. Some of the children were very shy and reserved but as time went on they relaxed and began to express themselves. Judy, for example, complied with anything I suggested with a disinterested and soft "Yes Ma'am." The last few days, when I asked her to do something, she would look at me, and then with a sparkle in her eye would say "no" or walk in the other direction." This girl obviously lacked vitality at the beginning of the season. After consultation with the nurse, Mrs. Wallace, a program of therapy for worms was initiated. The diagnosis proved correct and with tremendous numbers of round-worms eliminated, Judy began to "blossom." As in past seasons, a complete census was taken of all the migrant children in the area at the end of the season. The data were submitted to the respective supervising principals of the public schools the children would be attending the following week.

Miss Ickes states: "With only two exceptions the children were experiencing difficulty with reading. At the beginning of the summer, most of the children objected strenuously to any mention of reading. By the last week, they were all clamoring to read to me or Miss Hawks."

There is endless anecdotal evidence which attests to the high degree of motivation to be found among these children. The final reports on the children leave no doubt that their attendance this summer was profitable academically, emotionally and socially.

Health Service

As in 1958 and 1959, Mrs. Barbara A. Wallace, R.N., was again appointed by the Pennsylvania Department of Health to serve the school. Each morning she checked on the children, administered first aid when necessary, and conferred with the teachers. In cooperation with Dr. James F. Orndorf and the nursing staff of the Potter County Health Office, she arranged for and assisted in Child Health conferences in which the usual program of immunizations was carried out. Mrs. Wallace kept very complete records and distributed the individual immunization record cards to the parents.

Mrs. Wallace Administers First Aid

INSTRUCTIONAL SERVICES IN FOUR OTHER AREAS

The Pennsylvania Department of Public Welfare, through a contract with the Pennsylvania State University College of Home Economics, has sponsored Child Care Centers for migrant children for the past several years. For the Department of Public Welfare, Mrs. Marion Sheridan, Supervisor of Special Services, Bureau of Children's Services, has had this responsibility. For the Pennsylvania State University, Dr. Winona R. Morgan, Head of the Department of Child Development and Family Relations and Mrs. Noami L. Naylor have supervised. Whenever there has been a concentration of pre-school children, there have also been a number of school-age children present. In a first attempt to provide instructional services for these children, a teacher was assigned to each of four Child Care Centers located in Fairfield, Adams County, Cochranville, Chester County, St. Thomas, Franklin County and Sunbury, Northumberland County.

Food, transportation, part of the salaries of the teachers and other items were provided through Day Care funds, whereas the school funds provided half the salary of the teachers, supplies and materials and some consultant help.

FAIRFIELD, ADAMS COUNTY

July 19 – August 26
Miss Marion M. Shears
Gettysburg, Pa., Teacher

Fifteen children of Puerto Rican and Southern Negro backgrounds, ranging in age from 6 through 12 were enrolled. Their names and ages follows:

GIRLS

Name	Age
Figueroa, Providencia	6
Figueroa, Rosita	7
Price, Margaret	8
Ranson, Nora Lee	7
Ranson, Marilyn	7
Reynolds, Elizabeth	6

BOYS

Name	Age
Battles, Walter	7
Courtney, Freeman	9
Fagan, Clarence	11
Hall, Cleave	8
Hall, James	11
Hunt, Leon	12
Price, Leonard	9
Roundtree, Tommie Lee	8

COCHRANVILLE, CHESTER COUNTY

August 4 – August 26
Mr. Charles A. Farrell, Full-time Teacher
Miss Mary Kauffman, Full-time Teacher
Mrs. Naomi Kauffman, Part-time Teacher

This center, headed by Mrs. Constance Farrell, enrolled 22 children, 17 of whom were of school age. Mr. and Mrs. Farrell have had several seasons' previous experience in Potter County. Located in a building constructed by the Chester County Migrant Committee on the grounds of a migrant camp near Cochranville, the center drew children from three camps.

The program closely resembled that of the Potter County school and as Mr. Farrell reports, attendance was very good, the average daily attendance being 14 or 82%. Eight of the seventeen children had perfect attendance.

The following children attended this center:

BOYS

Name	Age	Home Base
Coleman, Jimmy	15	Frost Proof, Florida
Coleman, Jonathan	10	Frost Proof, Florida
Coleman, Tommy	7	Frost Proof, Florida
Howard, Leroy	11	Indianola, Mississippi
Howard, William	13	Indianola, Mississippi
Lacy, Clifford	6	Orlando, Florida
Smith, Henry	15	Lena, Mississippe
Trice, Melvin	7	Frost Proof, Florida
Trice, Willie	8	Frost Proof, Florida
Williams, Gary	6	Lena, Mississippi
Williams, Henry	12	Lena, Mississippi

GIRLS

Name	Age	Home Base
Howard, Minnie	12	Indianola, Mississippi
Johnson, Doris	6	Lena, Mississippi

Trice, Bernice	11	Frost Proof, Florida
Trice, Mary	12	Frost Proof, Florida
Williams, Cora	8	Lena, Mississippi
Williams, Rosie	13	Lena, Mississippi

ST. THOMAS, FRANKLIN COUNTY

August 15 – September 9

Mr. Robert E. Finafrock, Teacher

This center enrolled 13 school-age children from seven camps in the county. Average daily attendance was 8. The following children attended the Franklin County center:

BOYS

Name	Age	Home Base
Davis, Winston	6	Winter Haven, Florida
Gadsden, David, Jr.	5	Weirsdale, Florida
George, Theron	5	Kissimmee, Florida
Harris, Anthony	7	Lakeland, Florida
Perdue, James Arthur	7	Bartow, Florida
Perdue, Jessie	9	Bartow, Florida
Santos, Tenito	5	Weirsdale, Florida
Tipton, Cecil	7	West Paltin Beach, Florida
Whitehead, Moses	7	Winter Haven, Florida
Williams, Herman, Jr.	5	Weirsdale, Florida

GIRLS

Name	Age	Home Base
Hicks, Jennifer	5	Hartsville, South Carolina
Brown, Linda Reese	5	Bartow, Florida
Perdue, Shirley Ann	5	Bartow, Florida

The teacher in this instance reports that the relatively high proportion of five-year olds represent a group who by reason of their being close to six years of age should have entered first grade this fall. The program for them was, therefore, essentially a readiness program.

SUNBURY, NORTHUMBERLAND COUNTY

August 10 – September 6

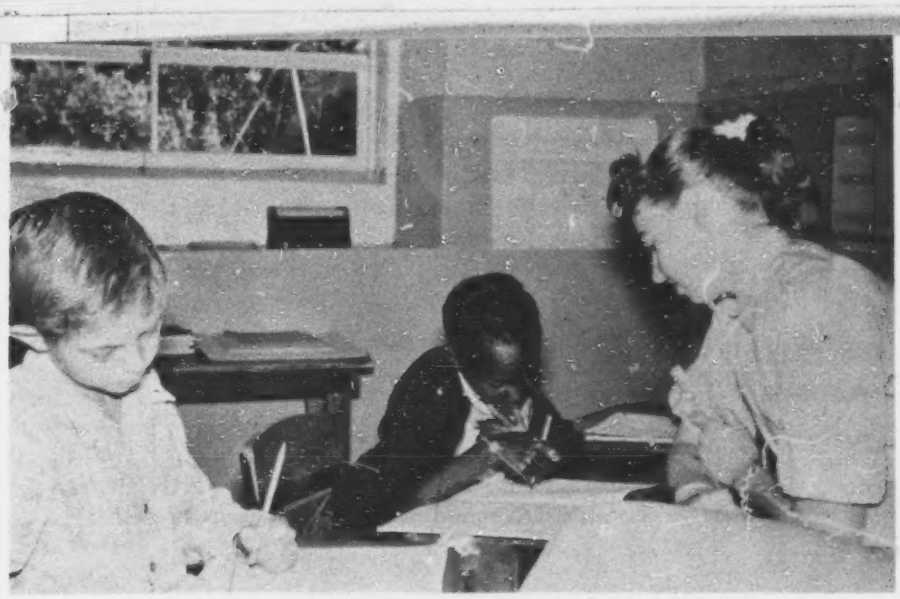
Miss Sandra Narehood, Teacher

This center enrolled 10 school-age children. Average attendance was 7. Miss Narehood reports a total of 22 school-age children in the area, that two families moved early in the season and in another instance the father of four children refused to permit them to attend school

The following children attended:

BOYS

Name	Age	Home Base
Johnson, Robert	8	Bartow, Florida
Purdue, Anthony	6	Bartow, Florida
Thomas, Henry	11	Dundee, Florida



Typical Classroom Scenes

Thomas, Jerry	7	Dundee, Florida
Thomas, Willie C.	13	Dundee, Florida
Young, James	7	Bartow, Florida

GIRLS

Name	Age	Home Base
Johnson, Catherine	12	Bartow, Florida
Jordan, Carolyn	10	Winter Haven, Florida
Young, Geraldine	10	Bartow, Florida
Young, Rosemary	10	Bartow, Florida

Of the program, Miss Narehood comments:

"Most of our time was spent on practical learning experiences. The younger children enjoyed counting and adding using concrete objects. They became familiar with the use of the calendar and learned the days of the week. A few of the children needed help in writing their names correctly. We made a color wheel, and the children learned to associate the color with the written symbol. We had concept charts with such terms as big-little, before-after, and first-last illustrated. The younger children's reading program was based on the use of experience charts.

On the whole, the older children expressed the most interest in school work. They were especially interested in learning how to tell time and in showing how well they could read. Most of our reading was based on our experiences at the Day Care Center. The children made stories about such things as the dam we built across the creek behind the camp or the good food we had for breakfast. Our arithmetic consisted largely of addition and substraction. Most of the children needed help with carrying and borrowing. We weighed everyone twice a week, and the older children recorded their own weight on a chart. We also measured everyone in conjunction with a lesson on the use of the yard stick. Our science lessons consisted of learning about the plants and insects that we found on our hikes through the surrounding woods.

All the children enjoyed music and art, and they each had various opportunities to participate in each of these areas. I also acquired a film projector, and on two different occasions we saw films."

BUDGET AND EXPENDITURES

The amount expended provided an independent unit in Potter County and part salary and some materials for other centers. Half the cost of transporting children in Potter County was borne by the Mennonite Child Care Center in Ulysses, which in turn was subsidized through the county commissioners.

ITEM	AMOUNT
Salaries and Wages	$5,301.00
Coordinator, Head Teacher, 3 full-time Teachers, 5 part-time Teachers, Cafeteria Manager, 2 Janitors and part salary for 4 Teachers in other centers	
Supplies	$ 246.00
Staff Travel and Transportation of Children	$1,087.00
Food	$ 546.00
Rent and Utilities	$ 777.00
TOTAL	$7,957.00

CONCLUSIONS

1. The School for Migrant Children has again justified the expenditure of the relatively small sum of less than $8,000.
2. 105 children made significant intellectual, social, emotional and physical gains.
3. To the extent that so many migrant children attended school, child labor has been effectively reduced. This is a positive approach to this problem.
4. The school can be considered a potent force in spurring the enrollment of greater numbers of migrant children in the local public schools when they open in September.
5. Where established for several seasons, such as in Potter County, a school for migrant children can be an important influence in attracting "family men," generally recognized as more stable, efficient workers.
6. In some areas of Potter County there is tangible evidence of an awakening on the part of more people to the problem and a greater appreciation of the aims of the school. The efforts of five years have begun to bear fruit.
7. It is difficult, but not impossible, to conduct a school in quarters not designed for the purpose.
8. The lengthening of the school day, while difficult for a small staff, was worthwhile. Greater academic strides were made by the children and they spent very little if any unsupervised time in the camps.
9. An activity program emphasizing real experience, geared to the needs of the children is the only effective means of helping migrant children overcome their deficiencies.

10. A number of children who makes significant progress in six weeks or less during the summer bring with them report cards from schools in Florida with statements by teachers that they have made "no progress" quarter after quarter. This seems incredible to our teachers who see remarkable progress in most of these children in six weeks or less.
11. The assignment of a teacher to each of the four Child Care Centers was a significant step in bringing some school experience to children who could not otherwise have been reached.

RECOMMENDATIONS

1. The need for summer schools and other means of helping the most deprived group of children in the United States has been adequately demonstrated. The "pilot" stage was passed several years ago. Such services as have been rendered in Pennsylvania must immediately be placed on a firm financial basis. The time is now!
2. Federal legislation is the best answer and the best reasons are several. First, the parents and children are involved in interstate commerce. Second, many of the communities to which they come during the harvest season often cannot afford to provide their own children with an adequate education, let alone those who come from elsewhere.
3. Until a bill such as those which will hopefully go before the United States Congress soon is passed, the state must provide the answer. A relatively small appropriation by the Pennsylvania legislature could help provide expences which could actually be the turning point in the lives of a number of children. Above all, it could assure, for a time at least, what is every American child's birthright – the right to a free public school education.
4. Whether summer schools for migrant children should be independent, connected with a Child Care Center or operated by the local school system should not become an issue at this time. What is important is that they be flexible budgetwise and personnelwise, so as to meet the important needs of this all-too-long neglected group. Ultimately, it is to be hoped that enough school board members, administrators and teachers will be found in the areas concerned who will be able and willing to assume what is, in the final analysis, the responsibility of the public schools.
5. If, in the interium, it would seem wise to provide instructional service to school age children, in Child Care Centers, and if feasible budgetwise, this program should be extended through the day. Part-time school is better than none, but the need indicates full-time summer school would certainly do more for the children.

SUMMARY

What – A special Summer School for migrant children, providing transportation, breakfast, lunch, snacks and an Elementary School Program

For Whom – Children of migratory agricultural workers

Where – Ulysses, Potter County

and

Fairfield, Adams County
Cochranville, Chester County
St. Thomas, Franklin County
Sunbury, Northumberland County

When – Summer, 1960

Why – To help the children overcome widespread academic retardation due to irregular school attendance and to help them attain more satisfactory adjustment to further school experience

Administration – Through the Department of Education of Bucknell University

Sponsored By – The Governor's Committee on Migratory Labor, The Honorable William L. Batt, Jr., Chairman

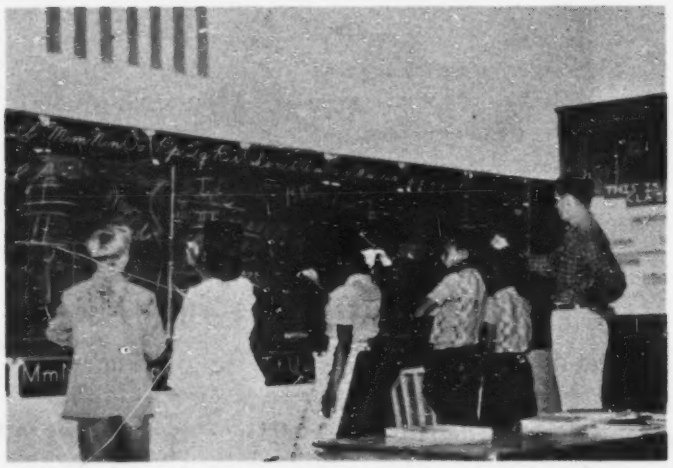
Budget – $7,957.00

Financed – By contributions from 40 sources; foundations, business, labor and private organizations, churches and individuals

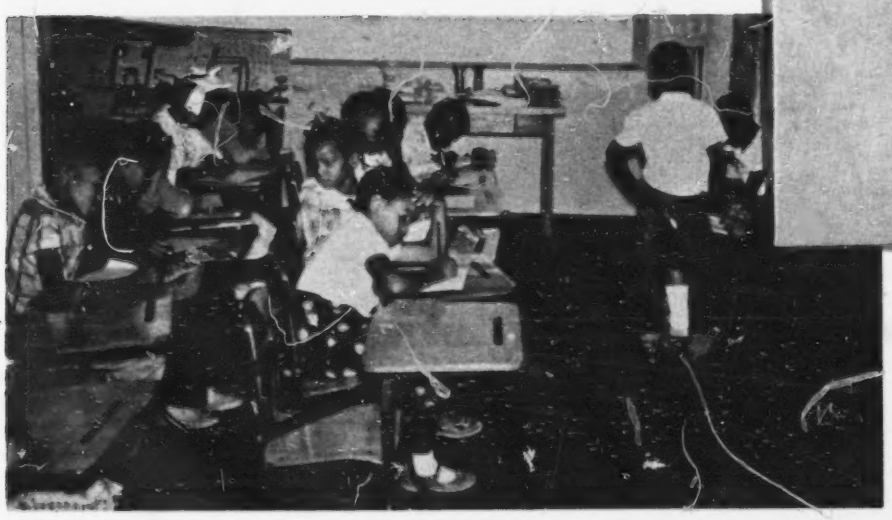
Enrollment – Total in five centers; 105

Results – Academic, social emotional and physical gains for all in attendance for more than a few days

TYPICAL CLASSROOM SCENES



Migrant Education - State Reports-
Pennsylvania
Dept. of Education, Bucknell Univ.
Report on Schools for Migrant
Children



TYPICAL CLASSROOM SCENES